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ABSTRACT

In the Associate Diploma in Training and Development program at the South Australian College of Advanced Education, all students undertake an initial unit of study entitled "Competency Analysis for Human Resource Developers." The unit is structured into sections dealing with study hints and essay writing, characteristics of human resource development (HRD), personal and career development, and the structure of the associate diploma program. During this unit of study, students may complete a series of competency checklists to evaluate their prior learning and thereby determine which electives to choose and which level of exemption to apply for. Status may be granted to a maximum of 50 percent of the total point value of the program. It is generally expected that full-time students would study on an external basis, completing 4 points (1 unit) over a 10-week term at a workload of about 16 hours per week. Part-time internal or external students would earn between four and eight points per term. Whereas external studies courses at the college generally experience a 35 to 40 percent attrition rate, the Associate Diploma in Training and Development boasts a 25 percent attrition rate for 1985. (Appendixes to this report include the study plan for the program and competency analysis checklists for each of the 16 units offered in it.) (MN)

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COMPETENCY ANALYSIS FOR HUMAN RESOURCE DEVELOPERS

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Sponsered by the Australian Association of Adult Education Inc.

1. INTRODUCTION

In the Associate Diploma in Training and Development at the South Australian College of Advanced Education, all students undertake an initial unit of study entitled, "Comptency Analysis for Human Resource Developers". This workshop will include the following: an examination of the structure of the unit; how students determine their level of competency in various areas of Human Resource Development (HRD); how status for previous studies at tertiary level is granted; how previous experience is evaluated for partial exemption in units of study; how individual study programmes are determined; and how the problem of external students are addressed.

2. STRUCTURE OF THE UNIT

The aims of the unit, "Competency Analysis for Human Resource Developers", are as follows:

- To review alternative approaches to Human Resource Development.
- To examine the role of the Human Resource Developer.
- To introduce the concept of Career Development.
- To explore the structure of the Associate Diploma in Training And Development.
- To review status and exemption procedures in the Associate Diploma in Training and Development.
- To evaluate prior learning and relevance to Human Resouce Development.

The unit is structured into four sections of different lenghts:

- Study hints and essay writing
- Characteristics of HRD
- Personal and career developments
- Structure of the Associate Diploma in Training and Development.

The first section is a gentle introduction to tertiary education for our students many of whom have not undertaken any formal post, secondary study before.

The next topic introduces the students to the whole field of study - HRD. They then evaluate how their own career and development relate to this field. Finally, they evaluate their prior learning, relate it to the Associate Diploma in Training and Development, and plan their study programme.

3. COMPETENCY ANALYSIS

Gurr (1 31, pp8-10) identified competency areas and a large number of competencies following personal consultation with overseas experts including Professor Malcolm Knowles at Nova University, Professor Len Nadler at George Washington University and John Kenny at the Department of Education in Ontario, Canada. These areas and competencies formed the basis of a needs analysis questionnaire which was validated by an advisory committee of highly regarded HRD practitioners in South Australia. The results from the one hundred and seventy-two respondents in the survey were used to develop the Associate Diploma in Training and Development Course at the Underdale Campus of the South Australian College of Advanced Education in 1980.

Students who undertake the award use these competency areas and competencies as a checklist to evaluate prior learning, to aid in decisions about which elective units to choose, and to determine what level of exemption to apply for. Please refer to Appendix A for full details.

4. STATUS

Status is the process whereby the College recognises studies of tertiary standard at Associate Diploma level or above, completed at other recognised institutions as equivalent to units offered at this college, or appropriate to the course in which the student applying for status is enrolled, rather than requiring that student to duplicate those previous studies.

Status may be granted to maximum of 50% of the total point value (72 points) of the Associate Diploma in Training and Development. Full documentation, including specific details of each unit studied, must be included with the status application. Usually a 10 year limit on previous studies applies.

5. EXEMPTION

Exemption is internal recognition of previous relevant life experience as a partial fulfilment of requirements for a specific unit. This is determined by the unit co-ordinator in conjunction with publicly verifiable evidence provided by the student.

Exemption may be given for one, two or three points. All decisions are final and non-negotiable. When exemption is given a summary sheet or letter detailing this is sent to the student. Additional work is required to be undertaken for any unit which exemption is granted. If students are granted exemption for 1, 2 or 3 points out of 4 points for a unit, they must still enrol for the unit and negotiate for the appropriate amount of work. For example:

In ATD69, Training Needs Analysis, the assessment requirements are as follows for this four point unit:

One essay and three exercises.

Exemption reduces the required work as follows:

Exemption Granted	Assessment Required
one point	one essay & two exercises
two points	one essay & one exercise
three points	one essay

The criteria for claiming exemption for prior learning are:

1. The learning should be publicly verifiable.

2. The learning should have a subject matter or knowledge base.

3. The learning should be equivalent to tertiary level work in terms of quality.

4. The learning should be related to the total subject field.

5. One point exemption is equivalent to 40 hours of work.

6. PATTERNS OF STUDY AND WORKLOAD

Students may progress through the course a their own pace with advice from the course co-ordinator. It is not expected that full-time students would study on an external basis. The expected total workload for one unit, to the value of 4 points taken over one term or ten weeks, is sixteen hours per week. This includes field work, workshops sessions, laboratory work, assignments and private study time.

A part-time internal or external student may study a maximum of 8 points per term or a minimum of 4 points per term. This means that a student should have the following time available for study:

4 points or 16 hours/week
8 points or 32 hours/week

The pattern of study for a student is individually planned and approved as part of the assignment work in the first study unit ATD21: Competency Analysis for Human Resource Developers.

Generally students undertake core units first, then electives and finally the HRD Project. A summary of units offered is to be found in Appendix B.

7. EXTERNAL STUDIES

Generally, external studies courses experience an attrition rate of 35% - 40% of students enrolled in an initial unit. Initially the drop out rate in this unit was over 50% of the initial intake. Various strategies were used to try and reduce this attrition, including the following:

1. Course Co-ordinator was appointed the unit cor-ordinator.

2. The unit was restructured and the unit materials were redesigned into four sections.

3. A three booklet format for materials was introduced - booklet 1 unit information, booklet 2 study guide and booklet 3 readings.

4. Booklet 2 was rewritten into an interactive format.

5. A text book, readings and audio tape were added to unit resources.

6. Personal visits were undertaken by staff to external students in Brisbane, Sydney and Melbourne.

7. The assessment was reduced from 5 pieces to 3 pieces of work.

As a result the attrition rate has been reduced to 19.2% (1984) and 25% (1985). Feedback from students indicate that the new structure of the unit and its materials are highly appreciated.

8. CONCLUSION

This paper has described the initial unit of the Associate Diploma in training and Development at the South Australian College of Advanced Education. As such it represents an innovative attempt to recognize prior learning and experience of adult learners.

It also attempts to give new students an overview of a field of study or a conceptual framework at the beginning of a course. From feedback obtained, it has proved to be a worthwhile learning experience for most students.

REFERENCES

Gurr, J. "A Study of Training and Development Practitioner Roles". Training and Development in Australia, September, 1981, pp 8-10.

APPENDIX A

COMPETENCY ANALYSIS

STUDY UNIT - ATD63 Teaching Methods

The aim of this compulsory study unit is to develop knowledge, understanding and skills in the area of teaching techniques.

	Column 1 High Degree of competence	Column 2 Moderate Competence	Column 3 Lack Competence
Teaching Methods:			
Brairstorming Sessions			
Buss Groups			
Case Studies			
Applying critical incident processes			
Demonstrations			
Discovery learning techniques			
Discussion groups			
Selection and use of teaching aids			
Student counselling techniques			
Principles governing use of teaching aids			
Lectures			
Problem-solving exercises			
Role-playing			
Simulation exercises, games			
Tutoring or individual tuition			
Computer assisted instructions			

ATD63 Teaching Methods continued.

	Column 1 High Degree of Competence	Column 2 Moderate Competence	Column 3 Lack Competence
Correspondence methods			
Self-instruction or project methods			
Instructional objectives			
Lesson planning			
Reinforcement techniques			
Using subject matter experts			
Effectively managing time			
Using behaviour-modelling techniques			
Instructing managers and supervisors in how to train			

STUDY UNIT - ATD66 Instructional Technology

The aim of this unit is to develop knowledge, understanding and skills in using training equipment and materials.

	Column 1 High Degree of Competence	Column 2 Moderate Competence	Column 3 Lack Competence
Instructional Technology:			
Slide projection equipment			
Movie-projection equipment			
Sound equipment			
Filmstrip equipment			
Overhead projection equipment			
Videotape recorder			
Chalkboard			
Flip chart			
Magnetic strips			
Handout material			
Teaching machines			
Printing materials such as letraset			
Reproduction equipment such as:			
- dry paper copiers			
- audio, vidio duplicators			
- infra-red copiers			

ATD66 Instructional Technology continued

	Column 1 High Degree of Competence	Column 2 Moderate Competence	Column 3 Lack Competence
Microfiche equipment			
Telecommunication processes (conference calls, data transmission)			
Screens			
Electrical Safety			
Purpose, application and scope of programme instruction techniques			
Economics implications of selecting and maintaining one audio-visual medium over another			
Sources for obtaining various types of training equipment and materials			
Designing and producing handout material			
Perparing artwork and copy for slides			

STUDY UNIT - ATD69 Training Needs Analysis

The aim of this compulsory study unit is to develop knowledge, understanding and skills in the area of training-needs-analysis.

	Column 1 High Degree of Competence	Column 2 Moderate Competence	Column 3 Lack Competence
Training-Needs-Analysis:			
Purpose and use of training- needs-analysis			
Operations-analysis techniques			
Standards of perfomance concepts			
Implementing training-needs- analysis techniques- questionnaires, interviews			
Reporting results or training- needs-analysis			
Evaluating training-needs-analysis			
Evaluating training-needs-analysis results and developing appropriate recommendations			
Establishing training-needs priorities			
Analysing performance problems			
Identifying HRD needs resulting from government legislation			
Designing questionnaires for analysis of HRD needs			

STUDY UNIT - ATD72 Course Design

The aim of this compulsory unit is to develop knowledge, understanding and skills in the area of course design.

	Column 1 High Degree of Competence	Column 2 Moderate Competence	Column 3 Lack Competence
Course Design:			
Knowledge of available courses and programmes			
Recognising theory (theories) of course-design techniques			
Understanding and applying various course design models			
Application of modern learning theories to course design			
Characteristics, advantages, and disadvantages of major instructional methodologies			
Group Dynamics			
Different approaches to designing, implementing and evaluating learning system			
Design and production of programmed-instruction			
Implementing and validating pilot training programmes			
Identifying and setting programme objectives			
Applying adult learning theory and instructional principles in developing programme content and material			

ATD72 Course Design continued

	Column 1 High Degree of Competence	Column 2 Moderate Competence	Column 3 Lack Competence
Identifying and utilizing internal/external resources (books, consultants, etc.) required for course design			
Selection and developing support materials (audio-visual materials etc.)			

STUDY UNIT - ATD30 Human Resource Devlopment Project

This unit is designed to cause the student to analyse carefully, and critically evaluate an area of interest and concern in the training and development field. If is also designed to encourage the student to contribute to the knowledge and resources available to training and development across Australia. It is intended to be a essential practical course, and theoretical aspects of research are covered only to the extent necessary to provide an appropriate theoretical basis and framework for the investigation procedures studies, It will result in a substantial report which will be of value and use in the training and development field.

STUDY UNIT - ATD30 Human Resource Development

	Column 1 High Degree of Competence	Column 2 Moderate Competence	Column 3 Lack Competence
(a) Supporting Research skills: Formulate and defend a project proposal which takes into account such factors as the back-ground and significance of the study, its intent, scope, methodology and limitations, and an outline of the proposed format. Locate and abstract literature relevant to the project Identify various methods of inquiry Analyse data Identify various sections of project format			
(b) The Project: Undertake investigation in an area pertinent to their HRD role within a particular design framework and progress through the steps of production of a technically accurate, carefully proof-read, typed and bound project			

STUDY UNIT - ATD33 Evaluating Training Programmes

The aim of this study is to develop knowledge, understanding and skills in the evaluation of training programmes.

	Column 1 High Degree of Competence	Column 2 Moderate Competence	Column 3 Lack Competence
Evaluating Course Material			
Organisation of training plans			
Cost effectiveness of programmes			
Correlation between training programmes and organisational objectives			
Appropriateness of tests			
Effectiveness and objectivity of evaluation instruments			
Uses and abuses of tests and testing procedure			
Role of evaluation in learning			
Evaluation of the training process			
Objectives of evaluation			
New development, fads, etc.			
Sources of commercial tests, test designers, psychologists. etc.			

ATD33 Evaluating Training Programmes

	Column 1 High Degree of Competence	Column 2 Moderate Competence	Column 3 Lack Competence
Evaluatory skills and resources available within or outside department and/or organisation			
Evaluating costs (including resources) of programmes			
Objectively evaluating organisational needs			
Designing evaluation instruments (eg. questionnaires)			
Evaluating and measuring performance standards			
Maintaining privacy and confidentiality in the discussion of evaluation results			
Identifying the impact of HRD on other personnel programmes or policies			

STUDY UNIT - ATD36 Communication

The aim of this study unit is to develop knowledge, understanding and skills in human communication in the HRD setting.

	Column 1 High Degree of Competence	Column 2 Moderate Competence	Column 3 Lack Competence
Reading texts and journals with speed and comprehension			
Concise and accurate written communication			
Oral communication			
Visual communication			
Non-verbal communication			
Interpersonal communication			
Public speaking			
Directing group discussions			
Exploratory questioning			
Persuasive communication			
Writing reports			
Correcting/marking reports or projects			
Coaching and counselling trainees			
Drawing up contract(s) with client(s)			

ATD36 Communication continued

	Column 1 High Degree of Competence	Column 2 Moderate Competence	Column 3 Lack Competence
Interviewing			
Telephone communication			
Using communication machines, eg. dictaphone, answering devices, visual display units, etc.			

STUDY UNIT - ATD39 Group Dynamics

The aim of this unit is to develop knowledge, understanding and skills in group dynamics.

	Column 1 High Degree of Competence	Column 2 Moderate Competence	Column 3 Lack Competence
Models of group development The difference between task and growth groups Task functions such as - initiating - information or opinion speaking - information or opinion giving - clarifying - summarising - consensus testing			
Maintenance functions such as - encouraging - expressing group feeling - harmonising - modifying - gate-keeping - evaluating			

STUDY UNIT - ATD42 Counselling and Interviewing

The aim of this study unit is to develop knowledge, understanding and skills in counselling and interviewing in the HRD setting.

	Column 1 High Degree of Competence	Column 2 Moderate Competence	Column 3 Lack Competence
Self-knowledge and its influence on the interviewer or counselling situation			
Interview techniques, eg. in-depth			
Counselling employees			
Counselling as therapy			
Advice and information giving			
Counselling and interviews integrated into the communication process			
Intervention and helping techniques			
Counsellor qualities			
Setting the scene			
Establishing rapport			
Listening			
Advice or information giving			
Weighing alternatives			

ATD42 Counselling and Interviewing

	Column 1 High Degree of	Column 2 Moderate Competence	Column 3 Lack Competence
Working to decisions and commitment Follow-up Recording and Confidentiality			

STUDY UNIT - ATD45 Special Learning Contract

	Column 1 High Degree of Competence	Column 2 Moderate Competence	Column 3 Lack Competence
This unit is designed to address the unique developmental needs of each student. It allows the student, in consultation with his/her adviser, to develop a unit of studies, activities, projects, etc., that will meet the particular professional development needs and ambitions of the student			

STUDY UNIT - ATD48 Learning Theory

The aim of this unit is to develop knowledge and understanding of learning theories and their application to HRD.

	Column 1 High Degree of Competence	Column 2 Moderate Competence	Column 3 Lack Competence
The meaning of theory			
The process of learning			
Learning curves			
Retention			
How adult learners differ from from child learners			
Useful hypotheses about adult learning			
Effect of changing adult roles on learning			
Effect of intellectual capacities on learning			
Effect of feelings, attitudes, interests, and motivation on learning			
Effect of environmental factors on learning			
Role of the trainer in the learning transaction			
Theories of research about leadership			
Cross-cultural education			

ATD48 Learning Theory continued

	Column 1 High Degree of Competence	Column 2 Moderate Competence	Column 3 Lack Competence
Current research in and theories of learning such as: - Trial and error learning - Behaviour conditioning - Gestalt psychology - Psychoanalytic Theory - Cognitive learning - Concept formation - Social modelling - Socio-linguistic theory - Experiental learning - Cybernetics Effect of physical and sensory capacity on learning			

STUDY UNIT - ATD51 Organisational Behaviour

The aim of this study unit is to develop knowledge, understanding of the behaviour of people in organisations.

	Column 1 High Degree of Competence	Column 2 Moderate Competence	Column 3 Lack Competence
How organisations work and develop			
Organisation structure, objectives and policies			
Organisation products and service			
Nature of the business environment and practices			
Self image of the organisation			
Person/organisation, interpersonal relationships and how these affect learning and other day-to-day relationships			
Current research in and theories of the behavioural sciences as they relate to organisations			
Industrial relations			

STUDY UNIT - ATD54 Psychology of Work

	Column 1 High Degree of Competence	Column 2 Moderate Competence	Column 3 Lack Competence
Basic principles, practices and problems in the psychology of work, eg. applying theoretical concepts in a practical manner			
Techniques, tools, and tactics employed by industrial psychologists, eg. job design			
Personnel psychology: testing, evaluation, training, eg. selection, recruitment of employees			
Attitude to work			
Leadership			
Motivation theories and their application			
Conditions of work, eg. temperature stress, noise considerations, high achievers in the work place			
Engineering psychology; ergonomics, ie. matching the person to the machine, drug effects on performance			
Safety, accidents			

ATD54 Psychology of Work continued

	Column 1 High Degree of Competence	Column 2 Moderate Competence	Column 3 Lack Competence
Disabled persons in the workplace			
Disadvantaged, or minority group behaviour in the workplace			
Human skills and ageing			

STUDY UNIT - ATD57 Sociology of the Working Environment

The aim of this study unit is to develop knowledge and understanding of the social organisation of the workplace.

	Column 1 High Degree of Competence	Column 2 Moderate Competence	Column 3 Lack Competence
The corporate body and its role in the workplace			
The bureaucratic phenomena			
The role of the government in workplace			
The role of the entrepreneur in the workplace			
The role of the imigrant in the workplace			
Multinationals in the workplace			
Cross-cultural interactions in industry			
Democracy in the workplace			
Home or farm-based industry			
The structure of employment in Australia in historical perspective			
Occupational mobility			
The work ethic: eg. the dignity of work, careerism, non-work and its human impact			

ATD57 Sociology of the Working Environment continued

	Column 1 High Degree of Competence	Column 2 Moderate Competence	Column 3 Lack Competence
Working conditions: divisions of labour, hours, shift work, hazards of work			
Work satisfaction and dissatisfaction and its consequences			
Managerial policies in response to the effects of work, eg. alienation, disability, redundancy retirement			
Unionism: a response to workers; needs in regard to wages, working and other conditions			
Strikes, lockouts, negotiations and State intervention (The Arbitraction System)			
Contemporary structural and technological change and its consequences for structure, promotion, wages, hours of work and employment			
Workplace and family responsibilities			
Men and women in the workplace			

ATD57 Sociology of the Working Environment continued

	Column 1 High Degree of Competence	Column 2 Moderate Competence	Column 3 Lack Competence
Sociology of the Working Environment contd.			
Social control in the workplace			
The workplace and human development			
Social divisions at work			
The place of management and labour			
The economic rewards of work			
Authority in the workplace			
Market mechanisms and attitudes to work			
Social organisation and the mode of production			
The changing mode of production and changing organisation of the workplace			

STUDY UNIT - ATD60 Human Resource Development Concepts

The aim of this study unit is to develop knowledge and understanding of the concept of HRD. The method of gaining understanding will be philosophical analysis, and the student will develop skills in the analysis of concepts related to HRD.

	Column 1 High Degree of Competence	Column 2 Moderate Competence	Column 3 Lack Competence
The meaning of HRD			
The relationship of HRD to other personnel fields, eg. human resourse utilisation			
The concepts of training, education and development			
Role clarification in relation to the student; employee; employer; non- employee; HRD practitioner			
HRD and its relation to the corporate body			
Professionalism and HRD			
Students will demonstrate their ability to use philosophical analysis to clarify concepts, meanings and roles			

APPENDIX B

STUDY PLAN

SUMMARY OF UNITS OFFERED

Unit Code	Name of Unit	Pre-requistie	Point Value
PART A	-Competency Analysis. All students begin with this unit		
ATD21	Competency Analysis for Human Resource Developers	Nil	4
PART B	-Core. All students complete these units		
ATD63	Teaching Methods	ATD21	4
ATD66	Instructional Technology	ATD21	4
ATD69	Training Needs Analysis	ATD21	4
ATD72	Course Design	ATD69	4
PART C	-Project. All students complete this unit		
ATD30	Human Resource Development Project	ATD21	16
PART D	-Elective units. Students require 36 points to be made up of an approved combination of electives		
ATD33	Evaluating Training Programmes	Nil	4
ATD36	Communication	Nil	4
ATD39	Group Dynamics	Nil	4
ATD42	Counselling and Interviewing	Nil	4
ATD45	Learning Contract	Nil	4
ATD48	Learning Theory	Nil	4
ATD51	Organisational Behaviour	Nil	4
ATD54	Psychology of Work	Nil	4
ATD57	Sociology of the Working Environment	Nil	4
ATD60	Concepts for Human Resource Developers	Nil	4